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ABSTRACT

This model was developed to provide a systematic, staged approach to volunteer personnel management. It provides a general process for dealing with volunteers from the point of organization entry through volunteer career stages to the time of exiting the organization. The model provides the structural components necessary to (1) plan, coordinate, and evaluate volunteer training education; (2) identify and document volunteer accomplishments, growth in personal effectiveness, and organizational contributions to volunteerism; and (3) develop a framework and means to reward and thus motivate volunteers using intrinsic factors. The model is intended to be implemented in a step-wise course, rather than all at once, and it allows for the inclusion of existing volunteers as well as new ones. This guide includes definitions; reasons for volunteer development and recognition; information on tasks and skills identification, tasks and skills applications, and tasks and skills transferal; and an implementation strategy. A reference list is included. (KC)

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MVP: A VOLUNTEER
DEVELOPMENT & RECOGNITION MODEL

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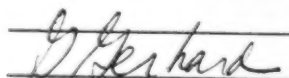
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DEFINITIONS

1. Volunteer: a non-salaried individual who support the program by directly working with youth, adults, or others in the community to carry out the organization's mission. He/she may receive reimbursement for out-of-pocket expenses.
2. Roles: functions assigned, taken or assumed by individuals.
3. Relationships: a state of affairs existing between volunteers, professionals, staffers, and/or their positions within the organization.
4. Training and Development: short and long term activities directed toward the enhancement of the volunteer's ability or motivation to perform prescribed tasks.
5. Supervision: the act of overseeing, directing, and evaluating the performance of individuals with identified responsibilities.
6. Motivation: the act or process of inducing or stimulating active interest in some subject or activity through appeal to associated interests and by the creation of self-rewarding environments.
7. Performance appraisal: the periodic evaluation of an individual's performance of duties within the organization. Frequently associated with task counseling to promote sustained performance improvement in the future.
8. Recognition: acknowledgement of something done or given; the act of showing appreciation and approval.
9. Developmental needs of adult volunteers: the gradual advance or growth through progressive stages of the life span of adults serving the organization without salary, compulsion, or coercion. These are needs that arise from the process of undergoing change with the passage of time during the period of existence as a living being. In this context, these are the mental, affective, physical, social, moral, and cognitive aspects of growing older. This includes the gradual advance or growth through progressive changes of the ability to guide or direct others in some action.

10. Developmental needs of youth volunteers: the gradual advance or growth through progressive stages of childhood and adolescence of youth serving the organization without salary, compulsion, or coercion.

OUTLINE

I. Tasks & Skills Identification

A. Performance Expectations

- 1. Job Descriptions
- 2. Position Descriptions
- 3. Self-perceptions of Needed or Desired Skills and
- Motives 4. Audience Perceptions of Needed or Desired Skills

B. Behavior Assessment

- 1. Skills Inventory
- 2. Self-perceptions of Possessed Skills
- 3. Performance Feedback
- 4. Performance Appraisal

II. Tasks & Skills Applications

A. Inherent Benefits

- 1. Positive Self-esteem
- 2. Advantageous Self-efficacy
- 3. Quickened Perception
- 4. Constructive Problem Solving
- 5. Expanded Creativity

B. Trained Benefits

- 1. Communication
- 2. Educational Design
- 3. Youth Development
- 4. Youth Program Management
- 5. Volunteerism

III. Tasks & Skills Transferral

A. Career Surveys

- 1. Exploration
- 2. Aptitude/Interest Inventory
- 3. Congruency

B. Job Search

- 1. Job Search
- 2. Resume Preparation
- 3. Interview Skills

REASONS FOR VOLUNTEER DEVELOPMENT & RECOGNITION

Training and recognition for volunteers is not new. Most counties currently provide some type of training and recognition. This model is needed to standardize the body of information received by volunteers. It also will provide an opportunity to strengthen relationships between the volunteer and the professional. Most importantly, it recognizes the needs and rights of a vital group of workers in our organization, tells them we need them, and that we want to assure they will be successful as volunteers.

- * People who become volunteers need to know they are a part of the organization and as such have certain rights and responsibilities.

- * Volunteers need to know the mission of the organization and, therefore, the goals they are helping to achieve.

- * Volunteers who are knowledgeable about the organization can become effective spokespersons, promoters and supporters of organization within the many other community groups to which they belong.

- * Volunteers who are knowledgeable of their roles, responsibilities, and support available (staff and resources) are more "productive."

- * Volunteers have a right and a responsibility to know if they are covered by liability insurance as representatives of the organization and what that means.

- * Volunteers have a right and a responsibility to orientation and training to achieve and maintain the skill levels for the roles they have assumed and a responsibility to achieving and maintaining such skill levels.

- * Volunteers have a right and a responsibility to know they are not covered for personal property loss nor by worker's compensation.

Adapted from: Ellis, R.F. Orientation for 4-H Volunteers.
Berkeley, CA: University of California Cooperative Extension,
1986.

MODEL

Introduction

The objective of this Volunteer Development & Recognition model is to provide a systematic, staged, approach to volunteer personnel management. It is to provide a general process for dealing with volunteers from the point of organization entry, through volunteer career stages, to the time of exiting the organization. The model provides the structural components necessary to 1) effectively plan, coordinate, and evaluate volunteer training education; 2) identify and document volunteer accomplishments, growth in personal effectiveness, and organizational contributions to volunteerism; and, 3) to develop a framework and means to reward and thus motivate volunteers using intrinsic factors. It is an expectation that step-wise implementation be undertaken rather than an all-at-once approach. The model allows for the inclusion of existing volunteers as well as new ones.

A key point to make is that the voluntary sector is indeed different from the salaried sector of employment. The voluntary sector, while it may use constructs with identical names (i.e. job descriptions, performance appraisal, etc.) as the for-hire sector, demands a general softening of controls and relaxation of regimentation. The steps outlined in the processes may and do frequently occur informally or quickly, almost unattended to, by the conscience. For example, extension professionals frequently have made a habit of properly expressing thank you for jobs well done. The model does not suggest that volunteers be treated like paid employees in very formal business relationships. It does have as an expressed intent the objective to help the professional attend to these steps of human resource development and record them for future use as a way of bettering the volunteer, the youth served, and impacts on program objectives.

Tasks & Skills Identification

In organizing a system of personnel training and development, it is necessary to first establish what is to be done and what set of skills can accomplish the required tasks. The organization, volunteer, and intended audiences all have individual perceptions of the desired type and amount of these PERFORMANCE EXPECTATIONS.

Job Descriptions

Before adding a new volunteer to a system, an analysis of existing human resources must identify the needed quality and quantity of skilled human capital in order to optimize expected outcomes. It is this listing of needs that spells out the kinds of work to be done, the skills necessary for success in the endeavor, the amount of endeavor anticipated to accomplish the goals, and which necessary skills the volunteer must possess at entry (as opposed to post-entry

trained skills). This listing is called the Job Description. Once derived, the Job Description becomes the benchmark for the search, selection, position description, orientation, training, supervision, assessment and recognition for that volunteer. It is the critical element to the long term volunteer development and recognition plan. Since some volunteers roles are generally identical, Job Descriptions for these types of Advisors (i.e. organizational, project, etc.) could be standardized. More specialized positions would require separate efforts. A sample of all descriptions should be on file with the organization.

Position Descriptions

Once a volunteer is enlisted, a more concrete document is developed that matches the individual skills of that volunteer with very specific tasks of the organization. Lines of communication and responsibilities are marked along with bounds of authority and accountability. Simply put, the volunteer should read in this document what is expected of them, what ends they can exercise to accomplish it, what resources are theirs, to whom do they report, and the term of their stewardship or specific tasks.

Self-perceptions of Needed or Desired Skills and Motives

Most often, volunteer selection is more a process of self-selection. Viable candidates make their willingness known to the organization professionals who screen in casual conversation using refined perception skills, the acceptability of candidates for a job. In the self-selection process, volunteers are rarely altruistic in their offerings. They seek fulfillment of needs in exchange for giving. These volunteer motives can be of nearly unlimited variety, be they skill acquisition or emotional stimulation. When needed skills such as care giving, service, perceptiveness, feeling of being needed, etc. are internally centered in the volunteer a peculiar enmeshment results allowing both skill enhancement and automatic reward. As one practices the activities that demonstrate these principles the reward mechanism simultaneously strokes the practitioner. The perceived desired skills and rewards of the volunteer need to be identified by the organization as key motivators for that particular staff member.

Audience Perceptions of Needed or Desired Skills

The volunteer's audience, whether youth or adult, carries with it perceptions of what the volunteer role should entail. Frequently, these expectancies are not accounted for in selecting the volunteer. The audience's perceptions should be

assessed through individual or group processes and function as modifiers of the job and position descriptions. Their participation in the selection (i.e. identification) of the volunteer would assist the legitimization of the volunteer's authority and credibility. The professional can assist the congruency between audience and volunteer by lending visible support to the volunteer in front of their contacts. In turn, the professional can direct training to the volunteer to improve audience identified deficiencies.

As individuals approach volunteer roles a similar process to performance expectations takes place regarding the real skills currently possessed. The supervisor must predict functional competency in the critical ones. The volunteer themselves must self-assess weaknesses and strengths. Audiences will demand a minimum threshold of ability from the volunteer in exchange for their costs (i.e. time, money, inconvenience) of involvement. This process is called BEHAVIOR ASSESSMENT.

Skills Inventory

To assist the organization and volunteer in the assessment of previously acquired skills, the volunteer should complete some type of skills inventory. A skills inventory in industry is frequently a criterion valid selection test or psychodynamic test that measures attributes. Such formal, technical measures are usually too intimidating, expensive, require mechanical scoring and trained interpretation. A more practical approach is a checklist of skills or competencies where volunteers rank their current perceived level of performance. These self-perceptions may be more beneficial in the long-run than the sophisticated measures because of the volunteers ability to operationalize on their perceptions (Bandura, 1985). Hidden talents must first be supported past the perception threshold before volunteers can act upon them. Skills inventories may also be assessed by a checklist completed by the professional as in performance observations. By witnessing behavior reactions in role-played situations (i.e. job samples) or while working the volunteer task, the supervisor can assess from a list of alternate skills those present and their relative strength. Skills should be included from all domains (i.e. cognitive or knowledge/thinking/organization, affective or feeling/attitudes/beliefs, and psychomotor or physical strength/endurance/coordination).

Self-perceptions of Possessed Skills

Self-perceptions of possessed skills are free choice, open-ended responses to questions such as "What are your strengths in this area?" Self-perceptions can most often be identified in informal conversation in a friendly atmosphere. If skill inventories are to be used, they should be done after self-

perceptions are measured to avoid bias. The self-perceptions, because they are free choice, will tend to be those that the volunteer values most and with which he or she most readily describes him/herself.

Performance Feedback

Performance feedback are the messages of competency or deficiency returned to the volunteer in the fulfillment of the assigned task. The feedback generally comes from three sources: 1) from the task itself (i.e. Was it pleasing? Did it come off smoothly?); 2) from audience reaction to the task in the form of comments, sustained interest, participation, evaluations, body language, etc; and 3) from the volunteer's own pre-performance expectations of success or failure. This type of feedback is subject to great variability in accurateness and honesty. Many confounding factors can get in the way. Well planned evaluation techniques can lessen the subjective element of feedback and promote objective analysis of performance.

Performance Appraisal

Performance appraisal is the organizations opportunity to assist the volunteer in identifying growth achievements from task accomplishments and growth potential from goal setting. By using job and position descriptions, the volunteer's personal skill expectancies and assessments along with performance feedback, the supervisor can paint a picture of systematic growth that reflects the strengths and challenges of the volunteer. Performance appraisal should be done frequently and at a minimum of semi-annually so that the volunteer can keep goals and direction in mind.

Tasks and Skills Applications

The act of being a volunteer produces consequences. The consequences certainly focus on the participants or the community in which the program is conducted. Certainly the visibility, reputation, and image of the organization are at stake as volunteers carry out their tasks. Certainly the volunteer's family and non-organization commitments are effected by the additional responsibilities. However, the most critical impacts will occur in the lives of the volunteer themselves. Those impacts that are internalized and effect the personality of the volunteer in the long run are frequently tenaciously linked to the work itself. These intrinsic rewards are called INHERENT BENEFITS. The impacts that are acquired from specific training once inside the organization and are represented by knowledge transferred from the University's research base are called TRAINED BENEFITS.

Inherent Benefits

The inherent benefits of volunteering result from several particular characteristics of a well planned approach to volunteerism. Through the process of identifying performance expectations and assessing behavior outcomes, volunteers become focused on goal setting, personal betterment, and honest self-evaluation strategies. If the volunteer works directly with youth, it is the same abstract achievement goal that they are striving to actualize in their members through project work. It is the expressed intent to actualize this process in all volunteers. The professionals create this intrinsically rewarding atmosphere to the extent they permit and 1) facilitate the volunteer's autonomy to decide and act within their sphere of influence with accountable authority for the outcomes, 2) encourage life-long self-discovery learning, and 3) convey to the volunteer a commitment to personal and public responsibility. Five significant traits result from systematic self-improvement strategies.

Positive Self-Image

Volunteers perceive themselves as capable and coping individuals within the social framework. They enjoy a sense of participation in society as a whole and tend to address life from a more optimistic and hopeful perspective.

Advantageous Self-efficacy

Volunteers perceive themselves as having willful control over their own destinies. They have an increased sense of empowerment - "I believe I can or I can see myself doing it, therefore I can accomplish it!" These behaviors are capable of being learned through referent observation of other volunteers as well as the reinforcement of personal goal accomplishments.

Quickened Perception

Through the practice of the personal betterment routine on themselves, they become more aware of the actions, attitudes, and behavioral outcomes of those around them. They assess the meaning of situation (i.e. audience reactions) more quickly by linking outcomes to some antecedent behavior. It is the notion of vision.

Constructive Problem Solving

Accountable authority permits practice of problem solving strategies. By identifying resources the volunteer can use, the professional permits the volunteer to explore different solutions.

Expanded Creativity

Autonomy in program planning and execution permits the volunteer to actualize their dreams and visions. Vehicles should be made available to permit volunteers to share successes with their peers on a regular basis. Research indicates high affiliation as a primary motivator for volunteers (Young, 1985). It is important to remember that autonomy does not mean isolation.

Volunteer training originates in the research base of the organization. The knowledge base represents the unique field of research that education relies on for its teachings. Acquired knowledge and skills related to these domains are called TRAINED BENEFITS.

Communication

These include the interpersonal communication skills, public speaking, writing, listening, non-verbal, group dynamics, and technical media skills.

Educational Design

These include the knowledge and skills of planning, implementing, and evaluating educational programs for youth audiences (pedagogy) and adults (androgogy).

Youth Development

These include the knowledge and skills needed for the healthy psychological, emotional, physical, social-moral, and cognitive development of youth.

Youth Program Management

These include the knowledge and skills of organizational planning, the mission and goals of the organization, resource allocation, budgeting, marketing, and fund raising.

Volunteerism

For volunteers working with other volunteers these include the knowledge and skills of human resource management in the voluntary sector as well as adult development characteristics.

Task and Skills Transferral

Task and skills transferral refers to the process of applying skills developed and gained as a volunteer to salaried work positions. Businesses can not use volunteer experiences and training sessions as

supporting evidence in selection and performance appraisal events unless skills and past performances are clearly identified and documented by the voluntary organization. The voluntary position must fit neatly into the employment history of the applicant and be verifiable to be of use. The volunteer, whether employed at the time of volunteer work or not, should have the privilege of using volunteer work and skills development as a reference event in their lives. By implementing the key components of transferal into the volunteer development program, the voluntary organization provides a market advantage to its enlistees. This is a very tangible extrinsic recognition. It also contributes to the intrinsic reward mechanisms by helping the volunteer attend to the "real world" skills resulting from their participation. The transferal process can be divided into two parts 1) CAREER SURVEYS and 2) the JOB SEARCH.

Career Surveys

Career surveys are the investigative element of task and duty transferal. By participating in career surveys, volunteers explore work opportunities that require the same or similar skills that they possess whether or not additional training is required. They explore further their personal aptitudes and interests as they relate to the world of work and begin to understand how to match their own personalities, likes and dislikes, to differing career environments.

Exploration

Career exploration can be programmed in many ways. Special career events for volunteers or speakers as a part of regular meetings can help the volunteer understand how what they are doing actually increases their saleable skills in the job market. Much of the career education literature identified for salaried workers can be applied to volunteers for their exploration activities. Attendance at workshops and conferences for volunteers beyond their normal level of functioning (i.e. community, county, district, state, region, or national) help them share in possibilities as they view other teachers, consultants, and salaried personnel addressing them.

Aptitude/Interest Inventory

Job aptitudes and interest can be identified by either formal or informal means. Since several of the standardized inventories are relatively inexpensive and accessible through secondary school counselors in local communities, they offer a very sophisticated evaluation at little cost (time or money) to the organization. The SCVII (Strong-Campbell Vocational Interest Inventory) and Kuder Inventory are machine scored and come with detailed self-interpretation materials. Frequently, a personality measure is administered with the vocational

interest inventory to help identify congruency or compatibility between the job environment and the worker's personality. The SCVII has the Holland Measure built into it. Myers-Briggs measurements are also easy and fund to administer and score. Complex psychopathologic instruments such as the MMPI (Minnesota Multiphasic Personality Inventory) go far beyond the needs of career exploration.

Congruency

The professional can provide career counseling by discussing with the volunteer the results of the exploration process and identifying matches between abilities, interests, and personality factors. This matching process can help the volunteer find a congruent field to pursue should he or she desire to require application.

The job search relates to identifying very specific employment and making application for hiring. The organization can intervene by assisting the volunteer in the search, documentation, and presentation of the tasks and skills acquired through volunteer work.

Job Search

The job search involves the identification of specific employment opportunities within the community or area that the volunteer desires. The organization can list specific job clearing houses, foster referral relationships with these houses, and inform volunteers of these services. Training can be provided to teach the volunteers a systematic search of employment opportunities within the area.

Resume Preparation

The resume is the written presentation of activities, skills, and responsibilities acquired that will contribute to the anticipated position. From records held by the organization, the volunteer can complete an accurate and verifiable account of their experiences.

Interview Skills

The volunteer coordinator can include as part of the training in the communication domain, interviewing skills. Volunteers should have the opportunity to role play both the employer as well as the applicant. Videotaped self-critiques of mock interviews directed by the professional can serve as an extrinsic benefit to the volunteering experience.

Conclusion

MVP: A Development & Recognition model conceives three structural parts to the volunteer development process. First, duties and skills must be identified both in volunteer positions and within volunteers themselves. Next, tasks and skills applications in the performance of activities yield benefits to the volunteers. Some of these benefits come from the work itself, others are provided by the organization. Last, the organization assists the volunteer in transferring tasks and skills from the volunteer work to employment opportunities. The model attempts to set some methodological structure to the highly social, non-formal structure of the voluntary sector. It departs from the traditional recognition devises of pins, certificates, awards to those that are intrinsically satisfying. Those extrinsic rewards encouraged can include traditional modes but should be augmented by those of task and skills transfer that have real market value in a job search.

IMPLEMENTATION STRATEGY

Stage I. Tasks & Skills Identification

State Level:

The state should provide-

- * standardized job descriptions for general volunteer roles
- * a format or outline for agents to develop special job descriptions
- * samples of specific position descriptions emphasizing necessary components
- * a standardized skills inventory form
- * a standardized volunteer personnel record system for professionals
- * performance appraisal guidelines and in-service training for professionals

Professional Level:

The professional working with volunteers should-

- * develop a volunteer personnel record system for new volunteers, gradually adding existing volunteers
- * identify within their own methods how, who, when, and where each step of stage one occurs

Stage II. Tasks & Skills Application

State Level:

The state should-

- * tie efforts to the knowledge base of the organization
- * investigate the model regarding the inherent benefits of volunteer experiences

Professional Level:

The professional working with volunteers should-

- * tie efforts to the knowledge base of the organization
- * actualize the goal-setting process with volunteers

Stage III. Tasks & Skills Transferal

State Level:

The state should-

- * develop career exploration training units for volunteers
- * train other professionals in aptitude/interest inventory skills
- * train professionals in points of career counseling
- * develop job search, resume, and interview training units for volunteers

Professional Level:

The professional working with volunteers should-

- * implement transferal skills in volunteer development plan

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